

Experienced Teachers' Institute (FY 2010-2011)
Strategies for the Struggling Reader: Diagnostics to Instruction

Lesson Plan Template

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Program/County: Shelby County Adult Education	Director: Mary Pace

Title: Leisure/Media	Content area: Leisure/Media Vocabulary
Length of lesson: 2 Hours	NRS Level (s): 4-5
Standard(s)	

Lesson Objectives	At the end of this lesson, students will be able to:
Use words like "recall," "define," "explain," "demonstrate," "predict," "compare," "contrast," "revise." Refer to Bloom's taxonomy	Students will be able to recall, define and use new vocabulary in conversation and writing.

Assessing mastery of the objectives		I will know that the lesson has been effective when my students can answer the following essential questions: Do you feel confident to use the word _____ in a conversation or in your writing? Why or why not?	The means of assessment and check for understanding will be: Use the vocabulary in writing a logical conversation to share in class. Giving clues to see if students can choose the correct word from the word wall.
Pre-teaching	<ul style="list-style-type: none">• How will I introduce the objectives?• How I will make a connection between the content and my students and engage?• How I will draw on prior knowledge?• How will I provide purpose for using the strategy and reading the selected text?	By explaining that we are using strategies to build vocabulary and in order to learn new words we need many exposures. The word wall activities are one way of getting repeated exposures to the same vocabulary over the unit and to help us remember and know the word so we can use it or understand it being used. Ask students to discuss what they like to do in their free time, both here in the U.S. and in their native country. Is the same or different? Why? We will write a conversation using vocabulary from word wall or adding new vocabulary to the word wall to focus on words students don't know and want to learn.	

Instruction/Modeling

- How I will deliver the information so that students are engaged?
- How will I describe the strategy, provide purpose, model it and or provide examples?
- How will I introduce and engage students in the text?

Guided Practice

- How I will provide opportunities for students to practice in the classroom so I know they understand?
- How will I make sure they are *“getting it”* during the lesson?

I will use the information I received from my coach, Donna Elder, and write a sample conversation to share with the students as if she and I were having a conversation.

Donna and I will model the conversation for the students.

We will add any words the students suggest to the word wall to review in this unit.

The students will pair practice the conversation and then read aloud to the group.

The students will then interview each other and write a conversation of their own about what they do in their leisure time to share in class. The students will be asked to include some words from the word wall or add new words that come up in their conversational writings.

I will know if they understand the vocabulary when they can use it logically in their conversations. If not, we can discuss.

	<p>Independent Practice</p> <ul style="list-style-type: none"> How I will help students extend what they learned so they can do it without my help? 	<p>Pair work activity described above.</p> <p>Provide index cards with English on one side and their language on the other side. Practice at home with a family member or by themselves.</p>
Post-teaching	<ul style="list-style-type: none"> How I will check for understanding? How I will bring closure & provide opportunities for reflection? 	<p>Review as a group the words that we've added to the word wall.</p> <p>Ask what new words students learned today? Ask if students heard about some new activity they might want to try in the future or a new media to learn about leisure time opportunities.</p> <p>Remind students to use the words in conversation or writing to help them remember and build confidence.</p>
Text and Materials	<ul style="list-style-type: none"> Authentic Based on students interests and goals 	<p>Share some media, flyers, ideas about how to get information on events of interest in our community or surrounding areas based on students sharing in class.</p>

How learning can be extended at home?	<p>Handout – Leisure Time Homework</p> <p>Students will look for a new activity of interest, in the newspaper, radio, internet, etc. and write about that to report to class at our next session.</p>
Key vocabulary	<p>Leisure/Media vocabulary that students choose to add to our word wall for this unit.</p>
Use of technology (if appropriate)	<p>No computers available at this site.</p>